

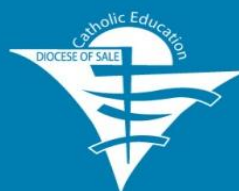


ICON Integrated Catholic Online Network

ICON PROFESSIONAL LEARNING MODULE
for School Leaders

MODULE: ePOTENTIAL

Workshop: *Goal Setting with ePotential*



MODULE: ePotential

Workshop:

Goal setting with ePotential

Purpose:	To support staff and school leaders in the analysis of the ePotential survey so that a school profile of the ICT professional learning needs of the school community can be prepared.
Intended outcomes:	<ul style="list-style-type: none"> • Support staff to create an individual profile of their capacity to use ICT using the ePotential survey results • Support staff to write a professional learning plan for the integration of ICT for improved student learning • Prepare a profile of the school's use of ICT using the ePotential survey reporting tools • Discuss the implications of the survey data with respect to staff professional learning needs • Set goals for professional growth and align goals to the school's annual action plans and other school initiatives
Intended audience:	Teachers, school leaders
Connections to prior knowledge and experience:	<ul style="list-style-type: none"> • This workshop is intended to be conducted after the ePotential survey has been taken by staff • Be familiar with previous ICT surveys (school based or secondary DER survey 2010) that could be utilised to show alignments or contrasts over time • Delegation of Principal's Responsibility to you as an ICON school leader for access to aggregated data for your school • ePotential Introductory Workshop has been shared with staff including an overview of the continuum, resources and reflection journal
Pre-organisation required:	<ul style="list-style-type: none"> • Be aware of the structures and processes that currently exist to support staff in their professional growth • Be familiar with the goals for professional learning as articulated in the school eLearning Plan • Be aware of the actions, resources, responsibilities and timeline for the strategic, ongoing and regular use of the ePotential resource • The ePotential survey has been completed by staff • Ensure that internet access will be uninterrupted on the day of this workshop. Check for any scheduled outages that might affect the use of ePotential • Make available either electronic or printed copies of the survey analysis guide located under the ePotential Help tab • ePotential Introductory Workshop has been shared with staff including an overview of the continuum, resources and reflection journal
Suggested Timing:	1.5 - 2 hours

Process

Part 1

Aim:

- Analyse your school's ePotential survey results
- Compare your results to other Victorian Catholic School staff

Timing: 40 minutes

STRATEGIES/ACTIVITIES	ROLE OF FACILITATOR	RESOURCES
<p>Introduction</p> <p>Provide an overview of the meeting</p> <ul style="list-style-type: none"> • Analyse ePotential survey data • Set professional learning goals • Explore resources aligned to the ePotential continuum <p>Refer to these points throughout the session.</p> <p>What is the role of data?</p> <ol style="list-style-type: none"> 1. The need for credible, comparative data as an instrument providing a benchmark and evidence of ICT practices across the life of the school. 2. The importance of benchmarks, targets, milestones and review processes for professional learning for individuals and whole school planning in light of evidence gathered over time. 3. School data sets inform directions for professional growth in ICT are communicated through an annual action plan or elearning plan. <p>Viewing the Report:</p> <p>Individual results: View individual responses.</p> <p>Use the slides 6-14 to step through the process for staff to view survey results.</p> <p>Comparative scores: Next, compare individual results against colleagues across the state.</p>	<p>Ask staff to:</p> <ul style="list-style-type: none"> • Login to ePotential via CNA. <p>This section reminds us what to consider when setting actions for individual and whole school change.</p> <p>Ensure awareness of the benefits for the use of ePotential.</p> <p>After taking the survey, individuals see their placement on the continuum. Individual responses and results can be viewed as percentages under the survey report tab.</p> <p>The workshop now continues with staff viewing their results from the survey tab and the menus under the tab.</p> <p>The key questions below can be used to support individuals as they consider their actions in light of their ePotential survey results.</p>	<p>PowerPoint 'Goal setting with ePotential'</p> <p>http://ePotential.cna.catholic.org.au Slides 1-5</p> <p>Slides 1-5</p> <p>http://ePotential.cna.catholic.org.au</p> <p>PowerPoint 'Goal setting with ePotential'</p> <p>Slides 5 -14</p>

<p>Key questions to consider when analysing the ePotential survey data.</p> <ol style="list-style-type: none"> 1. What did you notice? 2. What did the survey confirm or not confirm? 3. What surprised you? 4. What are the key messages arising from the survey? 5. What are the implications for you in your role? 6. What are the implications for you as an ICON school leader? 7. What are the implications for your school? 8. What are the implications for ICON? 9. What else do you need to know? 	<p>The following key questions need not all be used. Ask staff to choose four or five questions from those listed and record their thoughts.</p> <p>Record any feedback from group that is important to share with leaders.</p> <p>Ensure that participants are aware that individual survey responses are confidential. Aggregated results only can be viewed by leaders.</p>	<p>PowerPoint <i>'Goal setting with ePotential'</i></p> <p>http://ePotential.cna.catholic.org.au</p> <p>Handout Appendix i: <i>'ePotential Survey Results – Key questions'</i></p>
<p>Leaders view school reports Those who have principal delegated privileges can view the school data to gain a more specific view of trends using the demographic filters.</p>	<p>Refer leaders to the relevant section of the ePotential manual for instructions on how to filter the data.</p>	

Part 2**Aim:**

- Reflect on the survey results
- To understand the implications of the survey results and how this data aligns with whole school planning for ICT professional learning.

Timing: 20 minutes

STRATEGIES/ACTIVITIES	ROLE OF FACILITATOR	RESOURCES
<p>Reflecting on the survey report</p> <p>Staff consider the following questions with Think-Pair-Share. The following questions about data are the same questions are asked in the 5 steps for e-planning.</p> <ul style="list-style-type: none"> • What surprises you about this evidence? • What are the strengths? • What are the issues? • What common themes are you seeing across the evidence sources? • How does this evidence support or challenge your school's vision for contemporary learning and teaching? <p>Individually, staff might consider the following questions:</p> <ul style="list-style-type: none"> • How you will use the ePotential survey results and resources? • What would you like to see improved? • What is possible? • What are you considering now in light of the survey results? • What support do you need? • What structures are in place to support you? <p>As staff begin to plan for action, it is important to align their plans with the current planning procedures in the school.</p> <p>So,</p> <ul style="list-style-type: none"> • Are there specific requirements or procedures that support staff to develop an individual professional learning plan? • Are individual professional learning plans shared with others or with leaders? 	<p>Think-Pair-Share is a co-operative learning strategy which allows participants to think about a question, idea or issue and share thoughts with a partner before discussion in a small group. The above link includes other thinking strategies that might be considered.</p> <p>Facilitator is mindful of how directions are set for professional growth in ICT.</p> <p>Share the school's vision for eLearning so that staff refers to the vision when setting their professional learning goals.</p> <p>Share next steps that affect staff whole school planning with leadership teams.</p>	<p>PowerPoint 'Goal setting with ePotential'</p> <p>http://ePotential.cna.catholic.org.au</p> <p>Think-Pair-Share</p> <p>Have available any Professional Learning templates or Professional Learning policy documents developed by your school.</p> <p>Appendix i: 'ePotential Survey Results – Key questions'</p> <p>Place the school vision for eLearning in a place where participants can view it from their computers.</p>

Part 3**Aim:**

- Set professional learning goals with the planning tool.
- Explore resources aligned to the ePotential continuum using the reflection journal

Timing: 30 - 40 minutes

STRATEGIES/ACTIVITIES	ROLE OF FACILITATOR	RESOURCES
<p>Planning Tool Move through the 'step through the planning' process as you define, set actions and reflect on your professional learning goals.</p> <p>Provide feedback to whole group on the process and other considerations in light of reflections on key questions and when considering the following question,</p> <ul style="list-style-type: none"> • Where to next? <p>If time permits show one resource from the ePotential bank of resources. Resources are best searched from the ePotential continuum.</p> <p>Reflection Journal If staffs are unaware of this tool then the following would be relevant.</p> <p>Individuals are able to reflect on the resources using the reflection journal. Steps:</p> <ol style="list-style-type: none"> 1. Find a resource 2. Move to the dialogue box at the bottom of the resource screen 3. Make a note and save. 4. All resources are viewed in one screen under the Journal tab. <p>Notes in the reflection tool can be edited and printed.</p>	<p>The presentation contains some examples of goals for each phase of the continuum.</p> <p>Give time to set goals individually or with a partner.</p> <p>This could be a discussion time for staff to consider local logistics for planning.</p> <p>Finish the workshop at this point or move into exploring resources and making notes using the reflection tool.</p> <p>Some outstanding examples to search for in the resources:</p> <ul style="list-style-type: none"> • <i>Spotlight ABS</i> • <i>Tag galaxy</i> • <i>Against all odds</i> <p>Encourage staff to write reflections on them. (All reflections can be viewed as a collection.)</p> <p>The reflection journal is easy to use and does not require training.</p> <p>Allow 20 minutes for staff to browse resources (if time permits).</p>	<p>PowerPoint <i>'Goal setting with ePotential'</i></p> <p>Slides 19- 22</p> <p>Planning Tool PDF</p> <p>Slides 22- 24</p> <p>ePotential reflection journal PDF</p>

Suggestions for further learning

Share ePotential Resources

ICON School Leaders select resources from ePotential to support individual's goals and adopt a supportive professional learning model i.e. coaching, mentoring, consulting...

Prepare a School Report

Write a comprehensive school report, including graphs of the ePotential survey results and the implications across all seven areas. Alongside the graphs that are generated with staff data, a summary of the key messages and recommendations could be created. The report can be used to inform staff, leaders and the school board of the school's ICT profile and where planning needs are required.

Supporting resources

The following resources are available under the ePotential Help tab. Download all ePotential guides for use in the session and send to participants prior to the workshop. Otherwise, have them available during the workshop.

1. Planning Tool [PDF](#)
2. Reflection Journal [PDF](#)
3. Delegating Principal Responsibilities [PDF](#)

The following resources are available online at CEVN/ICON

1. The [elearning plan](#) for your diocese (This enables school leaders to align the ePotential survey results to Annual Action Plans).

ePotential Survey Results – Key questions

Appendix i

Select questions from the list for reflection prior to setting goals for ICT professional learning.
Work individually or in pairs.

1. What did you notice?
2. What did the survey confirm or not confirm?
3. What surprised you?
4. What are the key messages arising from the survey?
5. What are the implications for you as an ICON school leader?
6. What are the implications for you in your role?
7. What are the implications for your school?
8. What are the implications for us as a sector with respect to ICON?
9. What else do you need to know?

Responses:

